

# Music and Humor in the Language Classroom: Language Acquisition and Affective Filter

A Field Project Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Teaching English To Speakers of Other Languages

By  
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# Statement of the Problem

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The number of tools available for educators to implement music and humor in English language classrooms is very limited (Askildson, 2005; Engh, 2013; Kelly, 2005; Yang, 2011).

A woman with long dark hair, wearing a black top and grey pants, and a young boy with blonde hair, wearing a pink shirt and grey pants, are both wearing face masks and dancing. The woman is holding a white sign that says "Music".

**Music**

A woman with long dark hair, wearing a black top and grey pants, and a young boy with dark hair, wearing a black shirt, are both wearing face masks and reading a book together. The woman is holding a white sign that says "Humor".

**Humor**

# Purpose of the Project

The **purpose** of this field project was to **develop a web page** that incorporates **music and humor as part of the teaching and learning process in K-2 classrooms.**

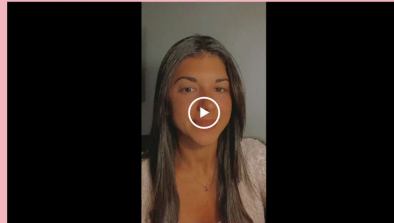
This field project includes digital tools such as:

Music as a tool that contributes to long-term retention of words and vocabulary. Spoken vocabulary and listening comprehension skills will be reinforced by the use of music in the language classroom

Observe the differences between a traditional vocabulary lesson, and another lesson that encourages students to enhance their listening and speaking skills while learning new vocabulary through music.

The following videos have been recorded in a  
Spanish Immersion Kindergarten classroom

*Video Length: 03:49*



BLOGS

TOOLS

SITES

YOUTUBE CHANNELS

# Theoretical Framework

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The theoretical rationale for this field project is the **Affective Filter theory**.

This theory claims that negative emotional affective variables such as anxiety, motivation, and self-confidence lead to an impediment to second language acquisition (Krashen,1981).



# Significance of the Project

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This field project may be **relevant** to:

- **Teachers of multilingual students**
- **Language teachers**
- **Researchers**
- **Practitioners**



# Description of the Project

## Music & Humor Help You Shine

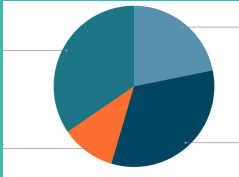
*Where K-2 teachers enrich language acquisition*



# Recommendations

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- ❖ **Recommendations for the Use of This Field Project**
- ❖ **Recommendations for the Evaluation of This Field Project**



*Narrative survey data*

- ❖ **Recommendations for the Further Development of This Field Project**



*Upper Grades*

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**Thank You!**

Florencia Daris López